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ABSTRACT

A study was conducted to determine the feasibility of implementing a reporting system, the National Vocational Education Reporting and Accounting System (VEDS), for secondary vocational education in Wisconsin. As proposed by the National Center for Educational Statistics, the VEDS system is a comprehensive information collection package to provide comparable information on vocational education students among the states. Data were collected from two sources. First, in-depth interviews of local vocational education coordinators from six local educational districts were conducted. Second, an interviewer attending regional (workshop) meetings informally gathered information regarding reporting systems and their impact on local education agencies (LEAs). The findings indicate that (1) time is needed to adjust procedures and develop the capacity to decrease the costs of data collection, particularly at the level of the LEA, (2) employer follow-up of completers and leavers is both burdensome and costly to LEAs, and (3) since the VEDS format is predicated on computer access, the need for adequate lead time at both the local and state levels as well as a need for efficient coordination efforts is apparent. (Data tables pertaining to VEDS cost estimates are included. The interview form is appended.) (EM)

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PROJECT REPORT

FEASIBILITY STUDY OF IMPACT OF THE PROPOSED NATIONAL VOCATIONAL EDUCATION DATA REPORTING AND ACCOUNTING SYSTEM (VEDS) FORMS ON REPORTING SYSTEMS FOR SECONDARY VOCATIONAL EDUCATION IN WISCONSIN

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January, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

The information presented in this report addresses the question of the extent of impact the proposed changes in the federal reporting forms for vocational education (as mandated by Public Law 94-482, Educational Amendments of 1976, amended by Public Law 95-40) would have on the reporting system for secondary vocational education in Wisconsin.

Impact factors which should be considered, and data presented in the report are cumulative efforts of a variety of personnel having an interest in the implementation of vocational education. For cooperation received, thanks are formally extended to the following individuals and organizations:

The Wisconsin Department of Public Instruction, Bureau of Career and Manpower Development - Ruel Falk, Paul Speight, Kathleen Cole, Marlene Dobberfuhl;

The Wisconsin Department of Public Instruction, Section for Education Information Systems - Donald Russell;

Local Vocational Education Coordinators who consented to be interviewed in depth regarding the proposed VEDS reports and the reporting system for vocational secondary education in Wisconsin;

District administrators and other LVEC's attending regional meetings who commented about reporting and data collection for secondary vocational education;

Clerical support staff at the Wisconsin Vocational Studies Center - Maria Ciganovich, Linda Christiansen and Karen Miller;

Ronald Myren, Associate Director, CERS, Department of Educational Administration, University of Wisconsin-Madison;

Wisconsin Association of School Boards, Inc.

SECTION I

BACKGROUND OF THE STUDY

Introduction

In August, 1977, the state director of vocational education for Wisconsin received a copy of the proposed reporting forms for vocaticnal education issued and developed by the National Center for Educational Statistics. The forms were to be used initially by selected states contracted to perform a feasibility study of the reporting form package, entitled The National Vocational Education Data Reporting and Accounting System (VEDS). The system had been developed in response to the mandate of Title II, Section 161(a) of Public Law 94-482 (Educational Amendments of 1976) as amended by Public Law 95-40. Data elements in the reporting system were to contain the following information for vocational education students: program enrollment, program completers and leavers, vocational facilities, expenditures for vocational education, and program follow-up studies inclusive of employee follow-up studies of vocational program completers. The key factor in the data aggregation focused on developing extensive data files for vocational education on a program base to include both federally funded and non-funded vocational education in order to develop national comparability for states in statistical reporting for vocational programs. Those states contracted to be involved in feasibility studies, as referenced to the proposed reporting forms, were to direct their efforts toward one of the following three major factors: data validity, data b[illegible]den, and data cost, as these factors relate to one of the proposed reporting forms. In October, 1977, the Bureau Director of the Bureau for Career and Manpower Development, Wisconsin Department of

Public Instruction, contracted the Wisconsin Vocational Studies Center to conduct a minimal scale study of the feasibility of implementing the proposed reporting system for secondary vocational education in Wisconsin.

The following objectives were to be accomplished by the study during the period of October 20, 1977, through January 10, 1978:

a. Under the original guideline issues (data validity, data burden and data cost) submitted to selected states conducting statewide feasibility studies, an analysis was to be made of the impact of the proposed reporting system under VEDS as related to current reporting practices for vocational education at the secondary level in Wisconsin.

b. Six local educational agencies were to be contacted and interviewed about the proposed reporting system in order to assess the impact of the reporting forms on local educational districts in the state. The school districts were to be selected according to total school district enrollment (small, medium, large) and were to represent a cross section of school districts in the state.

c. A report, summarizing the reporting form analyses, local education agency interviews, and recommending alternatives for implementing or adapting the proposed reporting system (VEDS) was to be submitted to the Bureau Director, Bureau for Career and Manpower Development

The project used several methods which are categorized as field methodology. These were selected to gather information relative to the basic unit of analysis in exploring the impact, i.e., feasibility, of the proposed VEDS reporting format and framework, the unit of analysis being the local education agency (LEA), the initial agency for collecting data for aggregate reporting of vocational education statistics by state departments of education. Specifics as to procedures are delineated in the following section.

Project Procedures

Following initial contact with personnel in the Bureau for Career

and Manpower Development and the Bureau of Management Information Systems a review of the proposed reporting system for vocational education as developed by the National Center for Educational Statistics was undertaken. This review process was supplemented by background information gained during a VEDS briefing meeting at which Mr. Robert Morgan (VEDS Director, NCES) discussed VEDS, approaches to feasibility studies, and the Wisconsin situation.[1]

After the meeting with the VEDS Director, a process for targeting data collection in order to expedite the feasibility study for impact on secondary vocational education was developed. The following activity listing describes operations used in conducting the study as dictated by project contract objectives.

Project Operation Activities

A. Information interviews were held with selected personnel in the Bureau of Career and Manpower Development. These interviews were conducted primarily with personnel directly involved in compiling data under the current reporting procedures for secondary vocational education in Wisconsin.

   It was after these interviews and a thorough review of the reporting instruments used for gathering statistical (enrollment, program and fiscal) data for secondary vocational education that a stratification scale of secondary school districts in Wisconsin using total student enrollment was developed. The scale was based on vocational projects funded through the Bureau of Career and Manpower Development for the school year 1976-77.

   Scale categories and the number of districts in each category are presented in Table 1.1, "School Districts Having Funded Secondary Vocational Projects (Base Year 1976-77)."[2]

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[1] This informational briefing was held on November 7-8, 1977. Staff members from the Department of Public Instruction, the Wisconsin Board of Vocational, Technical and Adult Education, and the Wisconsin Vocational Studies Center attended the briefing.

[2] A complete listing of the school districts identified as having funded secondary vocational education projects is presented on Table 3.1, page 37.

Table 1.1

School Districts Having Funded Secondary Vocational Projects
(Base Year, 1976-77)

Total Student Enrollment	Number of School Districts
Below 1,499	59 (39%)
1,500 - 4,999	71 (46%)
5,000 - 8,499	10 (7%)
8,500 - 11,999	5 (3%)
12,000 - 15,499	3 (2%)
15,500 - 18,999	0 (0)
19,000 - 22,499	2 (1%)
22,500 - 25,999	0 (0)
26,000 - 29,499	2 (1%)
29,500 - 32,999	0 (0)
Above 33,000	1 (.06%)
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B. Six local educational agencies were selected for in-depth interviewing of the LVEC (Local Vocational Education Coordinator)[3] from among the districts listed in the stratification scale, Table 1.1 above, based on the following criteria:

Due to some inconsistencies in data as to whether a district had a viable funded project for 1976-77 some districts may not appear on this listing. The listing, however, is approaching a point of 97% accuracy and is reflective of the pattern of small local school district dominance which is representative of Wisconsin's LEA (Local Educational Agency) constituency.

[3]Interviews were scheduled with the local vocational education coordinator as the administrative officer who has the chief responsibility in a local education agency for reporting secondary vocational enrollment, program and financial information to the Department of Public Instruction.

1. In accordance with project objectives, two districts were selected which were small districts based on total secondary enrollment, two were selected which were considered to be medium-sized districts, and two districts were selected as representative of the larger school districts in Wisconsin.

2. Of the six districts selected for in-depth interviewing, three were to have had records of good reporting systems and promptness in reports to the Department of Public Instruction; the other three were to have had past records of a lower level of reporting systems both at the district level and a lower level of response reporting to the Department of Public Instruction. Two school districts in Section I were selected for interviews, one school district in Section II was selected for interview, one school district in Section IV was selected for interview, two school districts in Section V were interviewed, and the only school district listed in Section XI was selected for an interview.[4]

   A copy of the open-end interview schedule and the letter of introduction (contact letter) which accompanied the mailing of the VEDS forms to the local vocational education coordinator in each of the districts is presented in Appendix A.

C. In order to gain greater depth of knowledge regarding the status of vocational education reporting at the secondary level in Wisconsin, and the attitudes of LVEC's and district administrators in general, the project interviewer accompanied a Department of Public Instruction Bureau for Career and Manpower Development staff member to regional meetings which were scheduled as workshop meetings to discuss procedures for vocational education in the state.

   It was during these meetings that opportunities arose to gather more data, in an informal way, regarding reporting systems and the impact these have on local educational agencies. In several instances, at the meetings after a brief report as to "why the feasibility project," district administrators and LVEC's not scheduled for in-depth interviews commented upon the impact of the proposed reporting system.

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[4]Seven formal in-depth interviews were conducted instead of six since the range of school district size is skewed toward the under 5,000 of student enrollment category, and the investigator aimed to get the broadest representation of local education agency reaction to the proposed reporting format.

[5]Appendix A also contains a sample copy of the interview completion letter.

Questions and comments made during workshop sessions also contributed, as an unobtrusive survey of attitude and local school district concern, toward an understanding of the position of local administrators on the issue and procedures of reporting program or financial information to the DPI and/or the federal level.

Interviews with LVEC's were conducted at the regional meetings.[6]

D. Data for local school district staffs, both administrative and instructional, was collected from three sources: a 1977 report of the Wisconsin Association of School Boards, entitled "Salaries of Wisconsin District Administrators, Assistant Administrators, Business Officials, Principals and Other Administrators;" a statistical management report prepared for the Wisconsin Department of Public Instruction, entitled "Administrator/Pupil and Administrator/Teacher Ratio Report (1976-77);" and a report prepared by the Department of Public Instruction for the Wisconsin Educational Association, entitled "WEA Teacher Salary Analysis (1976-77)." This data was instrumental in determining and analyzing the probable impact cost for local educational systems if the VEDS reporting system was mandated as proposed.[7]

Section II of this report presents the data collected from in-depth interviews with the respondents for the selected local educational agencies and informal interviews held with persons attending the regional vocational fiscal workshops during November and December, 1977. Report Section III discusses data regarding the relationship of current vocational reporting instruments used in Wisconsin and the proposed VEDS reporting system.

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[6]Follow-up telephone interviews were held in at least two instances to confirm information gained during an interview or to continue an interview which was shortened because of a respondent's previous commitment.

[7]General benchmark information for determining potential cost impact for local school districts in establishing computerized systems was gained during consultation with Dr. Ronald Myron, Associate Director of CERS, Department of Educational Administration, University of Wisconsin-Madison. Determination of commodity cost for use of computer systems is difficult in that the majority of LEA's in Wisconsin record and control data by manual systems. However, since the proposed VEDS system is premised on computer access, an objective resource was contacted in order to get some estimate, although limited, of the data burden/cost for computer related activity in vocational reporting and data collection.

An analysis of estimated data burden/cost associated with implementing the VEDS system is also presented.

Section IV summarizes key study points, and recommendations are submitted as to the feasibility of implementing the VEDS system at the level of secondary vocational education in Wisconsin.

SECTION II

DATA: IN-DEPTH INTERVIEWS

This section presents data collected through the following sources: formal in-depth interviews with LVEC's and informal interviews and observations recorded during scheduled DPI regional meetings for LEA personnel which focused on procedures for submitting financial reports for federally funded vocational education programs.

Respondents selected for in-depth interviews were given an opportunity to review the VEDS forms as prepared for reporting vocational enrollment, financial statistics, facility statistics and staffing statistics and follow-up procedures before the interviewer scheduled an appointment for an interview at their convenience. During the regional meetings an informal presentation was made by the study coordinator. This presentation covered the general background of the development of the proposed reporting forms for vocational education and indicated the purpose of the limited feasibility study which was being conducted by the Department of Public Instruction through a subcontracting with the Wisconsin Vocational Studies Center. At the regional meetings participants were offered an opportunity to question the study coordinator regarding the proposed forms and procedures and also to comment upon the problems they thought would be forthcoming from use of such a format. In addition, the proposed VEDS forms were available for review by all participants at the regional conferences. In several instances participants did take time

to review the forms and comment upon them in a more specific manner than general comments which emanated during the discussion period at the regional meetings.

Generally the respondents interviewed in depth as well as the "informal" respondents who expressed comments during the regional meetings expressed concern about the burden that the data collection would place on local educational agencies. This was an overriding concern of the smaller districts, those having pupil population enrollments of less than 8,500 students, since they may have fewer projects and be receiving small amounts of money for these projects, resulting in a situation in which the project monies would be less than the amount of money expended to gather and compile the data for reporting purposes. The concern about data burden was focused on the following issues:

a. The compiling of new enrollment data with emphasis being placed on racial and ethnic background and handicapping conditions of students enrolled in secondary vocational education programs;

b. Extensive follow-up reports which involved employers. This expansion of reporting follow-up of program completers and leavers was a concern of data burden expressed by all school districts. To the LEA's this expansion of follow-up procedures would mean that they might have to consider adding personnel to trace program completers and leavers in vocational education. This, in the majority view, would not only present an added burden but also an added cost to school districts regardless of size.

c. School districts, particularly those classified as middle and large enrollment districts, commented extensively on the fact that much of the data being requested, particularly for racial and ethnic backgrounds, and to some extent the handicapping background, was currently being reported to other agencies of the federal government and/or state bureaus. This represented duplication of reporting which in the view of the LEA was unnecessary.

Specific discussion regarding each of the forms with pertinent comments is presented in the following subsections. The subsections are classified according to the proposed form that is being discussed.

Proposed Enrollment and Termination Report

Generally, smaller school districts tended to be negative about completing extensive forms on enrollment and termination of students in vocational programs. All the districts commented that it would be helpful if they could have prior notice of what types of information would be required. In some instances, school district personnel were very concerned about the reporting of racial and ethnic data and handicapping data and the fact that this type of data was not located within a central source in the school district.[8]

There were several comments made from in-depth interview respondents, particularly those representing small to medium-sized school districts, that the forms as proposed by the federal government were time consuming and really were not worth the amount of effort that was needed to be put forth in order to receive a minimal level of federal funds for vocational education. One respondent from a school district representing those LEA's below 1,400 pupil population base indicated the following:

> The forms are time consuming and I question their value locally. With only 20 to 25% level of funding the district could care less about the reports. [If

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[8]The in-depth respondent group, as well as those informally interviewed, indicated that the majority of LEA's within Wisconsin operate on manual systems for data collection and reporting and do not have access to computer hardware at this time. Some school systems stated that they are in the planning stages of obtaining computer hardware or setting up arrangements for computer programming, but as of date many have not officially set aside monies in local school budgets to undertake this type of operation.

> we have to do them] we'll say forget it. It's too much to do for a little amount. Money from the outside makes problems. Mandated forms for all districts in a state or all states in a nation are not suitable. For example, they don't meet the needs in my district where there is high unemployment. How can you analyze a market and compare my district with another district that has a different employment profile?

Another respondent representing districts below the 1,400 pupil population enrollment commented:

> Enrollment forms and follow-up data are more of a problem for those of us working with cluster programming, since we have five to six times the problems of reporting as an LVEC working with one school. I'd rather spend time doing something in instructional programs or working with teachers. Small school local school districts have no computers for getting or maintaining information as is required on these forms. It seems that it's a lot of hard work for the forms and it's costly for the benefits received.

A respondent interviewed for medium-sized school districts, those that would fall in the range of 12,000 to 15,000 pupil population base, made the following comment:

> Where will I get the manpower to generate all this data? I have recently submitted a request to my school board for an additional secretary or accounting clerk. I have been turned down by the Board.
>
> If we are asked to gather more data for vocational education we will need more manpower to do the job. We can probably do the record keeping involved, but the question revolves around the needed manpower.
>
> Basically we now have some means of gathering all the data that are requested on the forms for enrollment. We do this manually. There would be some problem in getting special needs type of data. Presently there is not within our school system a system whereby students are identified according to special needs. Perhaps we could modify the types of reporting systems that we now have. Again this would be costly and would involve additional manpower.

Recognizing that the emphasis on the proposed reporting forms placed emphasis on students setting a definitive objective for their vocational programs, several respondents commented in the following manner:

> Reporting on career objectives might be difficult. For example, in my area there is one business education teacher who works with all business programs. Students in the program may not have objectives related to the clerical cluster. Computer objectives may be mixed in, and this teacher works on individual training packages based on the cluster. The objectives for the students may not be totally clear, and therefore how do you report it?
>
> (An LVEC representing school districts below 1,400 student population enrollment)

> In my opinion the use of career objectives for student reporting is too definitive at this stage. [My district has found] that most students have a problem in making a decision regarding vocational education at the secondary level...usually the [decision] is not made so that it will hold for any period of time...and we found that objectives for vocational programs can be too fragmented. We have got to try to be more general with regard to the vocational training for students...[this] is important too when hiring staff... [if] too fragmented with regard to program or career objectives, we need specialized staff, and in today's economy that's impossible.
>
> (LVEC, local school district enrollment range: 8,500 - 11,999 students)

Several of the respondents indicated during formal interviews that they would need to involve other individuals in the school district at the professional level in obtaining data for vocational education, and this procedure in and of itself would result in varying degrees of frustration. A respondent from the school district which is medium-sized commented on the issue of involving other colleagues in data collection for vocational education stated:

> In my capacity as LVEC I work with this type of information every day, that is, the collection of

> data, so it is not new to me. But in many instances, other people on the staff do not have as much reporting to work with, and they are not particularly fond of gathering data. I would find that if I'd have to work in the handicapped area I would have to collect the data by personally contacting the other program directors. It would mean a sort of smoothing over process during the collection, since many of these people have been overwhelmed with these forms.

A respondent from a large school district indicated that enrollment data are maintained by the Department of Vocational Guidance. Any questions of special needs would mean that further categories or cells would be added to the current form that is used to collect data in this district having well over 100,000 pupil population base, and this would, of course, place an added burden on the instructor to fill out an additional data sheet. The respondent continued that there are territorial boundaries which exist at the staff level, particularly the central staff level, between content personnel, and this might be a barrier to collecting adequate information.[9]

The majority of the respondent LVEC's indicated that enrollment data as proposed by VEDS could be obtained. The difficulty in collecting and compiling the data was viewed as focusing on the extension of the data base to include racial and ethnic categories and specific handicapping conditions categories. There was recognition by field personnel that data need to be collected. Field personnel expressed a concern that they want to be informed as to the "why" of the collection and to have enough lead time in order to schedule data collection and compilation.

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[9]Comments regarding the political realities of involving other departments in the collection of data for vocational education underscore the fact that there needs be adequate time scheduled for informing school districts of impending changes in data collection and the reason for such changes.

It should be noted that at least for the _____ school system there is no problem in getting enrollment data and our follow-up data for students in vocational programs. There is an established procedure for this which involves the use of an enrollment form completed by each student when they enter a vocational program. This form is filled out by employing teachers on extended contract basis on week before school begins. The teachers make home visits for incoming students and complete the form.
(LVEC, and Special Project Supervisor, medium-sized district)

Yes, this information can be gotten by hook or crook. Now, the data collection in my school district is done by hand. I feel that in some instances my colleagues here in _____ would be very frustrated with providing information for vocational education. I don't see that the materials asked for in these forms as a particular problem. I would say that in the _____ area we do not have a lot of different racial groups. Consequently, the collection of that data would not be very meaningful for us. In the handicapped areas our population would probably also be small, and it would mean in this program area the pupil services area would be involved in collecting the data.
(LVEC, large school district)

My first general overall reaction to the forms was that certainly the school districts could do them, but the major question is, why bother to do them--of what value is such reporting to the district...[should] be a way of merging the districts [small] together since smaller districts do not necessarily have the capability for maintaining and recording such data...[referring to data collection for industrial arts and pre-vocational categories]....I guess it can be done, I just don't see the reason for doing it.
(LVEC, small district)

I wondered about the amount of detail and number of categories...of what value is knowing about a category called orthopedic?
(LVEC, small district)

Follow-up Studies Forms

This pair of forms, the proposed VEDS forms for following program completers into their first placements and the concomitant form

for gaining employer evaluation of competency developed in the vocational program, precipitated the greatest reaction of all respondents across the various sizes of the school districts. The major concern of the respondents focused on the following items:

a. the timing of the follow-up report,

b. the manner in which credit is given to a school district program, i.e., is credit for full-time placement only or would credit be given for part-time placement as related to competencies gained from a secondary program?

c. the need for increased manpower and/or a strong public relations program to involve employers in extensive follow-up of secondary school graduates from vocational education programs.

The following comments by respondents highlighted the aforementioned items of concern about the follow-up forms proposed by VEDS:

> There is too much emphasis on follow-up. This type of information hurts secondary school districts. In small areas kids don't leave even though they could. There's got to be a better way of justifying monies at the secondary level. Secondary education can't generate good follow-up data. Federal monies are supposed to help students at the secondary level. With follow-up emphasized this isn't the case. It's not education.
>
> The timing for follow-up is important. From the secondary level, one and a half to two years may be giving better information as to what is actually happening at the secondary level. The time may be too short otherwise.
>
> This employer form is an excellent example of the red tape that employers are bugged with. It's one thing for a school to be required to follow up on a graduate. It's quite another for employers to be hassled with this junk.
>
> (LVEC, small school district)

A respondent working in a large school district, when questioned about the involvement of employers in follow-up studies indicated that in his opinion this would be a disaster:

> I feel that this is the wrong approach. For example, in cooperative education we have a training agreement in which employers must be contacted four times during the year in order to check on the progress of the student. This information for all vocational education students in my opinion would a) give one more layer of paperwork after the fact, and b) result in employers saying forget it and not hiring our graduates out of the vocational program.
>
> I see this more as a problem in my area which is distributive education and in home economics where we have a large turnover in initial employment spots, and employers just do not really have enough time to respond to such forms. I realize that there needs to be more involvement of employers responding to the studies at the secondary school level, but I realize that this may be more of a damage to the program, particularly the coop programs.

An administrator of a medium-sized school district described the procedure that had been established in _____ district for seniors who complete Capstone programs. The procedure was built on a survey technique. Graduates were sent follow-up cards in August and September. Information collected included proposed goals, on-the-job goals, job seeking goals, or other educational goals. This respondent continued that employers are interviewed, usually under the cooperative work placement system. The training agreement gives a limited access to gaining information as to the employer's conception of the vocational program. He commented further:

> It would be possible to involve employers in greater depth in follow-up studies if a general and then a random sample of the mailing list could be scheduled for personal interviews. It would, of course, take a great deal of time, and it must be realized that there is a great deal of out-migration of students in our area.
>
> It is my belief that a one year follow-up should be done or another form of longitudinal study in order to gain the true impact of vocational education. In some instances students do not go into the area initially for

> which they were prepared. Sometimes the jobs just aren't there and there needs to be some adjustment for their initial entry into the studied field. There are not enough funds currently given to do adequate follow-up, follow-up which would determine whether secondary vocational education had any impact at a later date.
>
> It is important to gain this information in my opinion in order to have a better perspective on what the gains are from vocational education...emphasis seems to be on the number of positions that are gained by students in their training field instead of following up to see if what they had learned has a later application. I think what should happen is that there needs to be a greater or better definition of what is vocational education[10] and how long what is learned is applicable for a given student.

Another respondent for a medium-sized school district indicated that his school district had a fairly extensive program for following up completers of Capstone programs. This district had developed a cooperative work program for summer students to do the follow-up that is being [illegible]sted by the University of Wisconsin at Stout. He commented about follow-up after describing his procedures as follows:

> My question focuses on will all the information required on these forms really be needed? Now we follow up each student at the completion of the Capstone program and have numbers of students which have left the program before completing their training. My question is what is the value of follow-up for the dropout students.
>
> Many of our students use their skills from vocational programs for part-time employment to support themselves while they are going to school. This does not count as a credit for us. As a matter of fact it may count as a credit against us in vocational education. We need to get reporting done so that we can show what vocational education has done for those who were involved in other than full-time employment.

---

[10] At least five of the LVEC's who were involved in in-depth interviews expressed a concern that there is not a "universal" definition of vocational education for the states.

> [It should be noted]...many of our students do not initially go into positions which are related to their initial field of study in vocational education. For example, sometimes some of them do not go into their fields until two to three years after leaving the program. However, they do get jobs in related fields or perhaps they hold an unrelated field job and then ease into a related field job. We have no way of tracing students on follow-up and gaining this type of information. The forms that are here proposed would also tend to place the emphasis on full-time employment as opposed to getting other data on employment of students completing the programs.

An LVEC in a small school district commented as follows on the forms for follow-up and again emphasized the time and cost which would be involved in such a study.

> What is needed is guidelines on how many of the employers should be followed up and what is the value of talking to the employer? I can see the value from the school perspective, but I am also wondering whether or not employers would want to take time out to discuss the student placement with an interviewer, and we have another problem of where would we get interviewers to do the follow-up study? Currently there are not personnel within the school district who have time to do this. You have to remember that there needs to be enough lead time. Some students may not have an initial job that follows through on their career objectives. However, a year or two later their career objectives as stated in the secondary program may well come into being. School districts are caught in a dilemma with regard to obtaining accurate information on follow-up.

During one of the regional meetings an LVEC commented informally on reporting and accountability procedures which are related to the follow-up studies in the following manner. His comments reflect again the concern with <u>what</u> is reported and <u>when</u> it is reported. He is representative of a school district which is small in size.

> Smaller school districts really do not have enough students to maintain full level Capstone programs.

> ...[reporting] this reflects against the school district. Students may well use the skills gained in secondary vocational education classes as an entry to labor markets though we have no way of identifying them. [Now follow-up reports]...really place more value on a Capstone student in a regular program than those students which are enrolled because of interest. Consequently we do not get a full reading on what our programs are doing, and placement is considered to be full-time placement rather than part-time placement. We miss a lot of students that go on to school and use the competencies which they gained in secondary education to help pay for their schooling.
>
> Boards are dropping many Capstone programs because they think it is expensive to operate programs for only six or seven students. If someone takes the course because they are interested in it ...we need to get credit for that interest area student as well as for the student that is coming in with specific career objectives. The way the reporting system seems to be going to be set up this would not be the case.

A district administrator upon hearing these comments followed up with the following remarks:

> I would like to know who's going to bear the cost eventually of extensive follow-up. Many districts find the follow-up procedure as it is now is very costly and if this will eventually become a full-time cost to school districts many districts may decide to reevaluate vocational programs with a negative reevaluation instead of a positive one.

An LVEC from a small school district commented informally about the need for revising the follow-up procedures and forms for follow-up of graduates from vocational education. He was of the opinion that it is necessary to have a column on the report which would designate that the student is currently employed in a field outside of the preparation area in vocational education but is seeking employment in the original area of preparation. (As of date, this does not appear as a cell component of the format proposed by the National Center for Educational Statistics.) This individual further commented,

> It could be that placements are hurting us in secondary vocational education instead of helping us. We need to amortize the amount spent on vocational education over several years. The state plan has forced secondary vocational education to move toward accountability, but I don't know that enrollment and then placement of graduates in specific fields is an accurate index for vocational education. Nowhere in the proposed reporting is there a reflection of any sort of career pattern which would give us a meaningful link between studies undertaken at the secondary school level and eventual placement.

Staff/Administration Report Form

Generally, respondents felt that reporting staff and administration time allocated to secondary vocational education would not necessarily be a difficult chore, but the information could be questioned as to the reliability of estimating time allocated to vocational education project reporting. In the case of teachers this is a matter of record. It is difficult to determine the exact percentage of time allocated to overseeing operations in secondary vocational education for staff or line administrators since these individuals are involved in daily activities which cross several lines of responsibility. There were several instances in which respondents had a very negative view of the types of information required by the federal government on the staff and administration report. One of the LVEC's from a small district viewed the information required as an invasion of local school district autonomy.

> It is my opinion that except for certification and verification staffing is a local matter. Reporting of this information is unnecessary. There is almost a splitting of hairs regarding the amount of time an employee spends on various duties. This is difficult to know.

Since the great majority of districts gather their data manually, most extensive reporting on staff and administration activity with regard

to secondary vocational education would have to be benchmarked in the manual operation. This benchmarking, according to several LVEC's, would involve contact with personnel beyond the direct content area of vocational education itself in order to undertake surveys regarding staff and administrator contributions to vocational education.

There were several questions by respondents regarding the definition of what would constitute an administrator and what would constitute a staff member and the use of the FTE formula. Once again, several of the respondents indicated that in order to gain this type of information, since there is not a central data source system at the local LEA for record keeping, the crossing of divisional lines might mean that some school districts would heighten the frustration that already exists with regard to extensive reporting requirements on other state as well as other federal programs.

Several respondents questioned whether or not the amount of time put in collecting such data is worth the effort when the return on the dollar expended is at a low point for vocational education. It was with regard to this latter point that one respondent noted that the forms seemed to fit the stage of the current status of vocational education.

> Right now we are in a definite maintenance stage and not a growth stage with regard to vocational education.

This aforementioned view may have also been in other respondents' minds as they questioned the need to gather definitive data on staff and administrative participation within the programs. One respondent of a middle-sized school district after emphasizing the fact that data could probably be gotten even though the local district used a manual system for preparing reports, commented:

> In some instances we may have gross racial and ethnic data...but my question is where is this going? And why does somebody need it? Particularly with regard to the racial and ethnic data. If you're going to collect it I want to know at the start why it's being collected.
>
> If the LVEC has to spend time collecting data such as this then the individual really has no time to spend on the instructional process, and it was my opinion that was part of the reason for setting up LVEC's in the districts. I realize that there are good intentions for getting this data, but at times it may move against the job we are to do in the districts with regard to instructional programming.

Another respondent in a small school district commented as follows, after emphasizing the fact that in his district, as in others, most report data compiling is done manually:

> There are just not many minorities in Wisconsin [emphasizing the point with regard to collecting data for civil rights activities]. If we get the data, and I guess we can, it's fruitless as to its meaning [because] there is such a small percentage within the minority population. I would also like to state that we have an industrial art female teacher, but she doesn't want to be singled out as being different. Therefore, if we begin to report her on these forms and she were to be contacted because of being an exception she would not remain long in our district.

Generally, the respondents indicated that the data for staffing and administration could be compiled. This data collection did not present the same type of problems for the school systems in the respondents' view as was represented by the reports requiring student enrollment and follow-up information.

Facilities Report Form

At the time the interviews were conducted and contacts were being made with local school districts, a private contractor by the name of WESTAT was in the process of obtaining for the federal government an

independent analysis of facilities allocated to vocational education in Wisconsin and other states. This being the case, several of the in-depth interview respondents and many of the persons in the regional meetings commented on the fact that the federal government was really involved in a process of duplicating data reporting at least with regard to this issue. Most of the respondents felt that the information had already been given to the independent facilities contractor, and if that were not sufficient, the facilities reports which are submitted to the Department of Public Instruction would adequately suffice for the information contained in the report.

One point was stressed by each of the respondents during the in-depth interview, the point that if the facilities report was mandated as proposed that there would not be a duplication of the report too frequently as facilities did not necessarily have the same variance as enrollment reports and staff reports.

The respondents, when commenting that facilities information is currently sent to the Department of Public Instruction, indicated that such information is not necessarily based on programs as funded, but information could probably be gotten in that manner if the districts would know that this were not a yearly procedure. One district staff member (from a middle-sized district) commented in the following manner about the facilities form.

> If we are going to take the time to fill out the form it may mean that time is taken away from working on instruction. Much of what is being asked for seems to fall under the heading of do we get a bigger pie with regard to funding or do we just take and use the slice of pie now and divide it up. The information can be gotten but will it be reflected in better educational programs?

Another respondent representing a small school district commented as follows on the facilities questionnaire:

> What difference does it make to designate a specific facility or classroom as vocational? What needs to be done is to gain information on the ability of a district to share certain facilities...the initial purpose for the facility may change. The form does not show how this change does or whether or not this is just static reporting. It seems that for the number of programs in this district there is too much detail being asked with regard to record keeping in relation to the money received for the program.

Noting the frustration that local districts feel about duplicating reports, one LVEC in a small school district commented:

> This information has been recorded in the long range district plan which has been filed with the state department so why ask the districts for this information <u>again</u>?

<u>Finance Report Form</u>

In most instances the respondents did not question the need for the information requested by the proposed financial reporting form. School districts in Wisconsin had recently received instructions as to a new finance reporting format, and most were more concerned at this point about completing that form than relating to the information being requested at the federal level. It was apparent that information now being requested of local school districts by the state of Wisconsin is in accordance with the types of information being requested by the federal government on federal funds. Therefore, this form will not present much of a problem to local school districts in Wisconsin according to the in-depth interview respondents. The general tenor of the comments with regard to the form fell along the line that this was once again an increased reporting demand for less money. One LVEC commented on this fact as follows:

> More reporting demands for less money means that the LVEC has less time to work with district activities. The demands for information by the state and others has reached a high point.
> (LVEC, small school district)

An administrator of vocational programs for middle-sized school districts had the following philosophical attitude toward the increased reporting elements for vocational education as was proposed in the forms he reviewed.

> Vocational education is finally getting its requirements for reporting up to the level of those who have been involved in other forms of funding under federal legislation. Vo-ed is finally catching up with reporting requirements...[and this]...would be just another one of the duties that I would have to undertake.

The majority of the seven formally interviewed LVEC's expressed the opinion that under Wisconsin's new fund accounting system financial information would be maintained in the office of the district business manager, and LVEC's would periodically check on the information. Reactions as to data burden/cost to a district resulting from the information on the proposed financial form was of low concern to those interviewed. There were, however, comments from district administrators and business officials at the regional meetings that indicated that changing the "budgeting format" for vocational programs (as well as other school programs) would place an initial drain on local districts as they began to establish new types of reporting systems which would move from manual operation to use of "hardware and software" associated with machine (computer) record keeping systems.

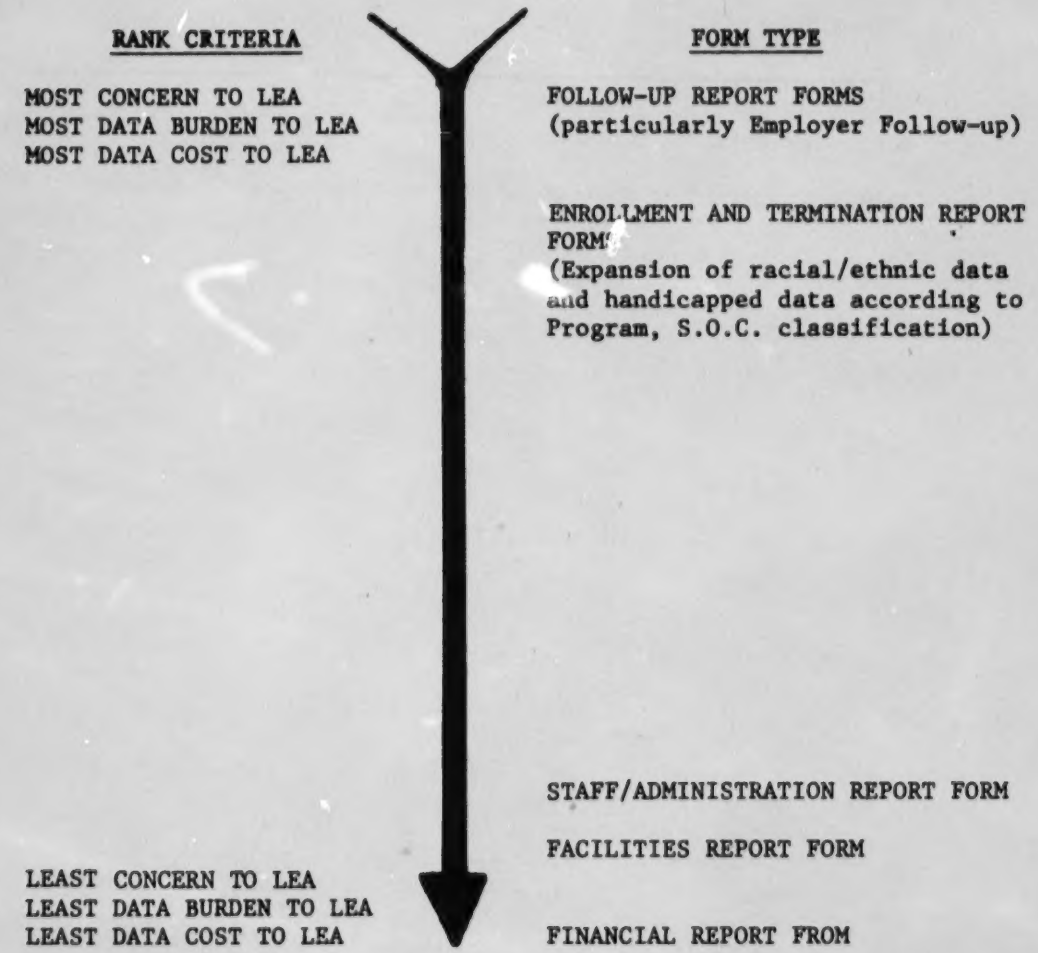
Summary

Using the issues of concern (data burden, data cost to local school districts) as reference points, a rank ordering of the proposed VEDS reporting

forms would result in the following distribution, Figure 2.1.

Figure 2.1

Ranking of Proposed VEDS Reporting Forms
(Based on Interview/Observation Data,
Feasibility Project, 1977)


RANK CRITERIA
FORM TYPE
MOST CONCERN TO LEA
MOST DATA BURDEN TO LEA
MOST DATA COST TO LEA
FOLLOW-UP REPORT FORMS
(particularly Employer Follow-up)
ENROLLMENT AND TERMINATION REPORT FORM
(Expansion of racial/ethnic data and handicapped data according to Program, S.O.C. classification)
STAFF/ADMINISTRATION REPORT FORM
FACILITIES REPORT FORM
LEAST CONCERN TO LEA
LEAST DATA BURDEN TO LEA
LEAST DATA COST TO LEA
FINANCIAL REPORT FROM

Interviewed respondents did not express any major concern in reporting information according to S.O.C. classifications.

SECTION III

COMPARISON OF PROPOSED VEDS REPORT SYSTEM AND THE CURRENT BUREAU FOR CAREER AND MANPOWER DEVELOPMENT REPORT SYSTEM

The following points are discussed in this report section: a) a comparison of the data collection instruments proposed by VEDS and the current data collection instruments used by the Bureau for Career and Manpower Development, and b) estimates of personnel/commodity costs to local education agencies (LEA) if the VEDS system is implemented as proposed.

Comparison of Data Collection Instruments

As proposed by the National Center for Educational Statistics (NCES), the reporting system for vocational education would include five types of forms. Four of the five forms, Program Enrollment and Termination report; Staff and Administrative report; Financial report; and the Facilities report, compile definitive data according to career objectives which is identified by the Standards Occupational Classification Code (S.O.C.). The fifth form is an extensive follow-up study of program completers and leavers and includes an employer follow-up.

The primary differences between the proposed collection instruments and the current forms used by the Bureau for Career and Manpower Development (BCMD) focus on the issue of definitiveness vs. aggregation--for example, VEDS forms are highly specific in requirements of reporting by S.O.C. identification--and the issue of expansion of the type of data collected--for example, VEDS forms increase the number of cells for

reporting affirmative action data. In order to gain a perspective on the specific difference between the reporting system now used by BCMD and the system proposed by NCES, a form-by-form comparison between the formats follows.

Program Enrollment and Termination Report

Sixty-six funded program types operated in Wisconsin during 1976-1977. Based on this program number aggregation of data as proposed by the VEDS form would total 9,364 information cells. Current BCMD aggregate reporting for the Office of Education totals 1,548 information cells. The VEDS form requires approximately six times the amount of data of the current federal form. Although not all cells will be used for reporting, a total cell count reflects the increase in reporting specificity to gain data for affirmative action and exceptional education categories, and an expansion of reporting data for prerequisite courses. Add to this expansion of data the factor that the state would have to be able to demonstrate data aggregation by labor market area, local education agency and federal congressional district, and it becomes evident that this is not a simple increase in data collection and compiling but a complex system which would mean an increase in the computer system back-up to maintain/handle the incoming data and the functional data aggregation at the state level.

At the local level there is also a functional increase of about six times the data reporting for funded vocational programs exclusive of the factor that school systems which are not now reporting vocational education programs would have to institute the required reports as a

component of their reporting to the state Department of Public Instruction. This imposes another reporting layer on LEA's.

School systems having less than five vocational programs may not have difficulty compiling the data. However, middle-sized and large-sized districts would have to consider implementing computer back-up for file compiling and maintenance. This would increase the commodity cost[11] to districts.

All school districts, regardless of size, would find increased time being allocated to checking, collecting and maintaining the data required by the VEDS system. Therefore, personnel cost[12] to a district involved in vocational programming would probably increase.

Follow-up Studies Forms

As proposed by the VEDS system the follow-up study is more comprehensive than that which is currently being done by the school districts or by the state of Wisconsin. The state currently has a reporting in aggregate of completions and cooperative education program figures but does not gather data regarding exact placement of students who were enrolled in vocational education. Extensive studies, if these are done on follow-up placements, are usually maintained at the local district level and in most instances are done primarily for cooperative education students in vocational education. Regular vocational education completers of a program do not necessarily have as an extensive a follow-

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[11] Commodity cost is defined as financial outlay by an organization to support expenditure for mechanical support materials, for example, a computer or computer access, and materials such as paper, utilities, telephone and so forth.

[12] Personnel cost is defined as expenditure for time allocation to a given assignment.

up as those individuals at the secondary level who have been involved in a cooperative program.

The request by the federal government to institute a follow-up study which involves collecting information from an employer is a new data request, both at the local school district level and at the state level. This data request involves an extensive data burden on both the LEA and the state level. A procedure for gathering the information would have to be designed for collecting the data and again computer programs established to aggregate basic information into data cells as requested by the government. This information multiplied by the fact that the follow-up would need to be done on both completers and leavers means that there would need be more local level administrative direction as well as the possible increase in personnel at the local school district in order to accumulate and compile the information for forwarding to the state level.

Currently, at the state level there is no system under which this information could be compiled for forwarding to the federal level.

Staff/Administration Report

Currently, the Department of Public Instruction reports staff/administrative information according to vocational program area as opposed to a specific program. In addition the current report requests information regarding teacher training as well as the number of teachers completing state plan requirements in vocational education. All of the data is aggregated according to vocational area.

The format for reporting data on vocational staffing as proposed by VEDS is more extensive in that the base for the report is program

specific and affirmative action definitive. The VEDS form has about 2,130 information cells for aggregation if the VEDS report were done for Wisconsin.[13] The VEDS form has new categories for compiling information on number of teaching positions not filled during the year as well as detailing information collected about staff support to vocational programs at both the instructional level and the professional level, for example, information about counselor assignment to vocational education. Data on teacher training is deleted from the proposed form.

In overview, the new VEDS report would present a burden on school districts in that the information would have to be aggregated according to program level, and then information regarding support staff and/or administrative would have to be aggregated according to racial/ethnic designation and also classified according to handicapped and multi-lingual factors. Approximately sixty percent (60%) new information would come from the district. Currently, the BCMD assembles the data for the teacher/staff report from project reports which identify key contact teachers within the district who are involved in a funded vocational project. This would mean that districts would need to be far more definitive in maintaining files on personnel in order that the report for the teacher/staff request by the federal government might be fulfilled.

As proposed by VEDS the form would not present the commodity cost/personnel cost that would be imposed by the enrollment report

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[13] This cell count is based on sixty-six (66) vocational programs operating through 350 different projects.

in that the population is smaller. However, the report would be a burden to districts in that LEA's have not formally been involved in this type of reporting.

Facilities Report Form

The proposed VEDS form requires that vocational facilities be reported according to area designation as well as program designation. Again, the specificity level of such reports has increased. The three data categories for this report include the number of shops, classrooms and laboratories, the maximum capacities of these work stations, and the number of hours during a regular week in which the stations are used. This latter point has been an added requirement to the types of reports which have been previously submitted to the state. There has not been a facilities report which has emanated from the state to be sent to the federal level. This is an entirely new report. Currently, local school districts report facilities information on the five-year plan which is submitted to DPI by each LEA. It should be noted that the five-year plan reports of facilities within local educational agencies are not stored on computer disc or tape; consequently, the material is not readily accessible to state reporting to the federal government until such files would be developed and a concomitant program for searching the files be developed in order to prepare the VEDS report form. This would mean that initially the form would have to circulate to the school districts in order that the data be gathered according to the storage capacity of the file and the computer program. The VEDS form has an additional data category on facilities which is collected by the state in the five-year plan. The

additional category, as proposed by VEDS, requests the hours of use for laboratories per regular week session. This requirement places, again, a burden on local districts as well as a burden on the state to collect and compile the information for federal reporting.

Finance Report Form

As in the instances of enrollment reporting and staff/administration reporting, financial reporting as is now proposed by VEDS involves accounting expenditures based on specific S.O.C. program designators.

Currently, Wisconsin is implementing a fund accounting system which accomplishes much of the accounting traces which are required by the proposed expenditure report. However, it should be noted that in some instances projects at the secondary level, particularly in small school districts (enrollment base less than 5,000 students) are small enough that the costs of calculating the data expenditures might indeed exceed the project allocation itself. It is possible under the new Wisconsin system to place an accounting tracer on expenditures involving federally funded projects via the identification number assigned to the vocational project. The finance data with the unique project identifier number would act as the primary drive mechanism for gathering and developing files on vocational education, particularly for funded projects.

Currently, Wisconsin does not collect expenditure information on all vocational education. Therefore, the collection of finance data would present a burden both at the local and at the state levels since in many instances locals do not necessarily report funds according to categories that could be identified as vocational education categories if these programs are not federally funded. This could well change under the new

fund accounting system which is being implemented by the state, but the change could not occur within a 12-month period of time if the VEDS forms were to be initiated for use for the next fiscal year.

This form, as well as the other VEDS forms, dictates the need for an adequate definition of what the limits of vocational education are, or to put it in another way, what really constitutes vocational education. This definitional problem needs to be clarified before reporting is requested from school systems which presently do not have vocational programs which receive federal funding. The definition would need to be stated in order that school districts would have adequate information on which to base the assignment of their line items to categories which could be identified as expenditures for vocational education. It is noted that as the state moves to a fund accounting system, programs can be identified via project number and objects for each of these could also be identified as to source of funds. The problem still remains, however, that there are some very small projects which are ongoing in secondary vocational education for which the cost of accounting for data expenditure might well mean that a district would forgo use of vocational funds, consequently affecting the program.

In short, this proposed VEDS form is not so different from the forms currently used by the state to report to the federal level. The significant difference between the current and proposed procedure/form rests on the factor that reporting on the proposed form is program specific in regard to classification of fund objective and source of revenue.

Generally, the form comparison indicated that the initiation of collecting the data according to the VEDS format would present a burden to both LEA's and BCMD. Since the VEDS system is predicated on establishing extensive computer capacity, lead time of at least 1 1/2 years would need to be allocated in order to "tool" up to program the proposed reporting forms. The data requests which would place the greatest burden on local school districts would be the Employer Follow-up Studies. This data collection (Employer Follow-up) would also affect procedure and personnel at the state level to the extent that adequate implementation of the data maintenance for this information would probably add another year of time in order to "market" the procedure to employers and set up operations for computer storage and programming of data.

The following section provides a set of base line data which estimate the projected costs to local educational systems if the VEDS system were to be totally implemented.

Estimated Costs to LEA's for Implementing VEDS

In order to gain a perspective on estimating the potential cost to an LEA of completing the forms as proposed by the VEDS system, basic information on average staff salaries for districts having funded projects was collected. This data provided a base line for the dimension of the personnel cost to local school districts for collection of information as required by the federal forms. Table 3.1 details for each district section (stratified according to student enrollment) information on district administrator salaries, salaries for business officials, administrative salaries in general for those districts where administrators at the staff

level are present, line management salaries (line management being defined in this context as principals and assistant principals), local vocational education coordinator salaries (where these salaries were listed by the reporting district as administrative), and the senior high teacher salary average for the district. It should be noted that the information presented is as comprehensive as possible in that base year data (1976-77) for funded vocational programs had to be drawn from several sources, and each source did not consistently report funded vocational programs, so there would be several instances, particularly in the listing of districts where a district having had a project in the base year should fit in one of these sections but not be included because information regarding the funded project was not readily apparent from the data sources. However, each of the averages and the information presented is accurate in light of the aforementioned qualifier. Table 3.1 sets forth the information as to Enrollment and Staff Average Salaries for Funded Vocational Programs.

The information in Table 3.1 was used to develop estimates of personnel/commodity costs for implementing VEDS proposed reporting forms. Table 3.2 presents the overview of Estimated Costs for LEA's to implement VEDS system. Factors in determining these estimates were as follows:

a. Time allocations were assumed to remain constant across school district types in that form completion is assumed to be primarily transference in function. Collection, per se, is at the unit of teacher, and this occurs at the beginning and end of semesters in most systems. This factor is accounted for in the estimated time allocation in that times as stated are based on totals as if the individual were doing nothing else but completing the forms.

Table 3.1

Foundation Information
Enrollment and Staff Average Salary
for
Funded Vocational Programs
(Base Year, 1976-1977)

District[4]	Total Student Enrollment[1]	District Administrator Salary[2]	Business Officials[2]	Administrative Staff (General Average)[2]	Line Management Principals & Assistant Principals Average[2]	Local Vocational Education Coordinator[2]	Senior High Teacher Salary Average[3]
SECTION I							
Range of Total Student Enrollment: Below 1,499							
Argyle	433	$20,000	0	0	$17,625	0	$10,885
Augusta	915	22,470	0	0	19,500	0	12,547
Baldwin-Woodville	1,211	26,000	0	$16,000	23,200	0	14,926
Bonduel	1,080	25,440	0	0	19,981	0	14,227
Boscobel	1,224	23,300	0	0	19,640	0	11,832
Brillion	991	23,200	0	0	20,900	$17,900	12,845
Brodhead	1,329	23,560	0	0	20,300	0	13,109
Clinton	1,382	25,833	0	0	23,614	0	16,150
Cochrane-Fountain City	1,015	27,200	0	0	20,350[a]	0	13,816
Colfax	732	21,500	0	0	18,700	0	15,585
Cumberland	1,175	---	0	0	0	0	14,348
Darlington	1,142	23,275	0	0	19,375	0	11,875
Delavan-Darien U H S	990	30,500	$23,000	19,275 (A=2)	22,750[a]	0	16,489
Dodgeville	1,457	24,000	0	0	20,500	0	12,906

Foundation Information, Enrollment and Staff Average Salary for Funded Vocational Programs (Base Year, 1976-1977)

SECTION I (Continued)

District (4)	Total Student Enrollment (1)	District Administrator Salary (2)	Business Officials (2)	Administrative Staff (General Average) (2)	Line Management Principals & Assistant Principals Average (2)	Local Vocational Education Coordinator (2)	Senior High Teacher Salary Average (3)
Elkhart Lake	767	$21,000	0	0	$16,500	0	13,539
Evansville	1,430	---	0	0	0	0	15,850
Fennimore	1,009	26,300	0	0	20,250	0	11,273
Frederic	740	23,582	0	0	22,203	0	13,549
Fredonia	1,018	---	0	0	0	0	14,295
Gays Mills	818	---	0	0	0	0	11,114
Gillett	967	22,000	0	0	18,095	0	14,154
Greenwood	781	24,000	0	0	20,500	0	13,831
Hartland-Arrowhead, Merton U H S	1,394	28,750	$23,707	$22,242	23,084	0	17,567
Hilbert	548	23,500	0	0	18,500	0	12,486
Horicon	1,157	23,989	0	0	20,827	0	14,776
Hurley	908	23,600	0	0	19,125	$16,600	14,601
Hustisford	475	21,000	0	0	15,500	0	12,880
Ladysmith	1,375	28,500	0	18,836	20,813 (a)	0	14,283
Lake Geneva U H S	1,051	30,382	24,098	23,509 (A=2)	23,305 (a)	0	15,747
Lake Mills	1,373	24,000	0	18,000	19,633 (a)	0	12,582
Lancaster	1,390	24,200	0	17,000	21,500	0	13,561
Little Chute, Vanden	1,224	25,400	0	0	20,700	0	14,137
Lomira	1,043	25,500	0	0	19,200	0	12,988
Marion	996	22,000	0	0	19,125	0	12,712
Markesan	1,194	---	0	0	0	0	13,390
Marshall	849	23,000	0	0	17,550	0	13,274
Mercer	291	20,140	0	0	0	0	12,991

Foundation Information, Enrollment and Staff Average Salary for Funded Vocational Programs (Base Year, 1976-1977)

SECTION I (Continued)

District[4]	Total Student Enrollment[1]	District Administrator Salary[2]	Business Officials[2]	Administrative Staff (General Average)[2]	Line Management Principals & Assistant Principals Average[2]	Local Vocational Education Coordinator[2]	Senior Hig Teacher Salary Average[3]
Mineral Point	926	$32,500	$18,500	0	$19,700	0	$14,152
Minocqua-Lakeland U H	945	26,500	0	0	21,125 (a)	0	18,316
Muscoda, Blue River	1,105	21,000	0	0	20,600	0	12,730
Neillsville	1,365	28,000	0	0	20,025 (a)	0	12,944
New Lisbon	824	22,700	0	0	18,000	0	13,489
Owen	971	23,000	0	0	19,600	0	12,921
Palmyra	1,252	22,500	0	$ 8,750 (A=2)	23,000	0	14,152
Park Falls	1,190	25,800	0	0	20,200	0	12,592
Pepin	499	34,777	0	0	23,057 (b.e.&s)	0	13,550
Prescott	1,019	25,600	0	0	21,362	0	13,792
Reedsville	763	22,800	0	0	17,600	0	11,788
Shiocton	914	24,936	0	0	19,500	0	13,412
Stanley	1,337	---	0	0	0	0	12,744
Thorp	890	23,500	0	0	17,638 (a)	0	14,528
Union Grove U H S	1,011	27,112	0	0	22,661 (a)	0	14,919
Washburn	584	23,400	0	0	16,900	0	11,856
Waterford U H S	856	27,944	0	0	23,012 (a)	0	18,386
Wautoma	1,426	26,000	0	0	19,000	0	13,201
Wauzeka	370	18,725	0	0	14,100	0	10,428
Weyauwega	1,080	22,047	0	0	19,288 (a)	0	14,474

Foundation Information, Enrollment and Staff Average Salary for Funded Vocational Programs (Base Year, 1976-1977)

SECTION I (Continued)

District (4)	Total Student Enrollment (1)	District Administrator Salary (2)	Business Officials (2)	Administrative Staff (General Average) (2)	Line Management Principals & Assistant Principals Average (2)	Local Vocational Education Coordinator (2)	Senior High Teacher Salary Average (3)
Whitehall	954	$22,790	0	$19,617	$18,458	0	$12,180
Wilmot U H S	920	24,526	0	0	19,050 (a)	0	13,188
Average Total		$24,365	$22,327	$18,396	$19,944	$17,250	$13,399

SECTION II

Range of Total Student Enrollment: 1,500 to 4,999

Adams-Friendship	2,065	---	0	0	0	0	$11,769
Amery	1,736	$26,500	0	$19,620 (counselor)	$20,900	0	16,206
Antigo	3,970	26,600	$19,700	20,500 (A=2)	21,950 (a)	0	15,633
Ashland	2,157	26,852	23,724	20,336	19,007 (a)	0	13,524
Baraboo	2,615	---	0	0	0	0	16,905
Barron	1,611	24,000	17,575	0	19,667 (a)	0	15,651
Beaver Dam	3,439	28,600	24,420	21,635	21,978 (a)	0	14,168
Brown Deer	2,968	32,600	26,336	23,725	23,737 (a)	0	16,711
Cedarburg	3,531	---	23,891	24,568	23,194 (a)	0	15,424
Chippewa Falls	4,526	29,000	22,274	N.A.	20,599 (a)	0	15,573
Clintonville	1,959	25,800	0	19,138 (A=2)	19,795	$19,640	14,158

Foundation Information, Enrollment and Staff Average Salary for Funded Vocational Programs (Base Year, 1976-1977)

SECTION II (Continued)

District[4]	Total Student Enrollment[1]	District Administrator Salary[2]	Business Officials[2]	Administrative Staff (General Average)[2]	Line Management Principals & Assistant Principals Average[2]	Local Vocational Education Coordinator[2]	Senior High Teacher Salary Average[3]
East Troy	1,715	$ 28,925	$20,525	0	$20,193 (a)	0	$15,521
Edgerton	2,237	26,551	0	0	22,228 (a)	0	13,874
Ellsworth	2,274	29,900	0	0	21,945 (a)	0	14,254
Elkhorn	1,946	28,647	22,470	$18,120	20,235 (a)	$16,620	14,184
Fort Atkinson	2,711	28,500	19,500	21,000	21,350 (a)	0	15,750
Franklin	2,710	35,000	17,850	24,912 (A=2)	25,204 (a)	0	17,113
Galesville	1,579	23,000	17,435	0	19,667	0	13,379
Germantown	2,990	---	0	0	0	0	15,403
Greendale	4,035	---	0	0	0	0	17,106
Greenfield	4,272	---	0	0	0	0	17,543
Hartford U H S	1,839	---	20,500	18,500	20,233 (a)	20,300	15,486
Hayward	1,717	---	0	0	0	0	13,084
Holmen	1,739	27,200	13,800	0	20,500	0	11,942
Hortonville	1,641	24,500	0	0	21,800	0	12,148
Hudson	2,759	26,500	0	0	20,500 (a)	0	13,571
Jefferson	2,126	27,000	18,500	21,500	19,500 (a)	0	13,872
Kewaskum	2,046	25,475	0	0	21,804 (a)	0	14,325
Luxemburg-Casco	1,854	24,200	0	0	21,095	0	14,277
Maple	1,555	28,300	23,400	20,873 (A=2)	22,606	0	15,643
Marinette	2,732	29,000	18,000	22,250	20,750 (a)	21,200	14,567
Marshfield	4,328	30,000	0	20,034	19,836 (a)	0	15,726

Foundation Information, Enrollment and Staff Average Salary for Funded Vocational Programs (Base Year, 1976-1977)

SECTION II (Continued)

District (4)	Total Student Enrollment (2)	District Administrator Salary (2)	Business Officials (2)	Administrative Staff (General Average) (2)	Line Management Principals & Assistant Principals Average (2)	Local Vocational Education Coordinator (2)	Senior High Teacher Salary Average (3)
Medford	2,374	$ 26,000	0	0	$ 20,750 (a)	0	$ 14,803
Menasha	3,943	28,000	$ 25,385	$ 21,592 (A=2)	23,976 (a)	0	14,643
Menomonie	2,743	31,000	25,000	21,250 (A=2)	21,300 (a)	0	14,909
Mequon-Thiensville	4.114	36,000	22,000	29,800	23,350 (a)	0	17,420
Merrill	3,688	30,000	24,575	22,504 (A=2)	21,064 (a)	0	14,760
Middleton	3,445	27,990	25,460	22,984 (A=2)	22,730 (a)	0	15,376
Milton	2,448	27,000	0	0	20,400 (a)	0	14,421
Monona Grove	2,665	---	0	0	0	0	17,456
Monroe	2,802	30,489	20,589	0	21,827 (a)	0	16,000
Mount Horeb	1,601	26,450	0	0	18,938 (a)	0	13,687
Mukwonago	3,761	31,941	22,800	23,500 (A=3)	23,200 (a)	$ 18,700	16,275
Muskego	4,404	33,750	28,850	28,313 (A=2)	23,434 (a)	0	16,397
New Richmond	2,192	27,840	19,042	16,250	20,738 (a)	0	16,287
Oconto Falls	1,786	27,500	0	0	18,989 (a)	0	15,488
Onalaska	2,166	27,000	20,148	19,403	18,613 (a)	0	11,249
Oregon	2,691	29,500	18,600	25,800	22,578 (a)	14,330	
Orfordville	1,644	25,500	0	0	19,250 (a)	0	13,216
Platteville	2,102	---	14,758	19,100 (A=2)	18,275 (a)	0	14,408

Foundation Information, Enrollment and Staff Average Salary for Funded Vocational Programs (Base Year, 1976-1977)

SECTION II (Continued)

District (4)	Total Student Enrollment (1)	District Administrator Salary (2)	Business Officials (2)	Administrative Staff (General Average) (2)	Line Management Principals & Assistant Principals Average (2)	Local Vocational Education Coordinator (2)	Senior High Teacher Salary Average (3)
Plymouth	2,340	$27,060	$19,919	0	$18,653 (a)	0	$14,137
Portage	2,307	23,673	22,409	$19,567	19,468 (a)	0	13,872
Reedsburg	2,211	26,788	19,080	18,662	22,951	0	13,512
Richland Center	2,001	27,200	22,195	0	19,723 (a)	0	13,849
Rot..schild-Schofield	4,672	31,000	20,872	22,142 (A=4)	21,827 (a)	$18,701	14,373
Seymour	2,467	29,500	0	23,750	25,000	22,500	14,779
Shawano	2,644	32,500	0	21,000	19,917 (a)	0	15,201
Sheboygan Falls	1,913	26,467	19,900	0	21,225 (a)	0	14,076
Slinger	2,055	26,900	0	0	0	0	13,499
South Milwaukee	4,253	---	0	0	0	0	16,121
Sparta	2,531	24,237	0	16,927	15,546 (a)	0	12,925
Spring Green-River Valley	1,678	22,366	0	19,201	19,201	0	12,954
Stoughton	3,237	---	0	0	0	0	14,811
Sun Prairie	4,485	27,000	21,000	18,157	20,759	0	15,486
Tomah	3,196	28,500	18,000	0	19,464 (a)	0	12,798
Tomahawk	1,874	---	0	0	0	0	14,265
Verona	1,764	29,196	14,079	0	20,179 (a)	0	14,033
Watertown	3,658	31,888	28,810	26,698	22,989 (a)	0	16,947
Waupaca	1,976	28,000	16,400	22,500	20,250 (a)	0	13,696
Winneconne	1,628	26,000	0	0	21,900	0	14,107
Wittenberg	1,645	25,000	21,061	0	21,335	0	14,987
Average Total		$27,772	$20,356	$21,076	$20,358		$14,660

Foundation Information, Enrollment and Staff Average Salary for Funded Vocational Programs (Base Year, 1976-1977)

District (4)	Total Student Enrollment (1)	District Administrator Salary (2)	Business Officials (2)	Administrative Staff (General Average) (2)	Line Management Principals & Assistant Principals Average (2)	Local Vocational Education Coordinator (2)	Senior High Teacher Salary Average (3)
SECTION III							
Range of Total Student Enrollment: 5,000 to 8,499							
Beloit	7,954	$31,900	$25,315	$22,498 (A=4)	$19,968 (a)	0	$14,300
Fond du Lac	7,331	30,064	26,304	26,241 (A=3)	23,705 (a)	0	15,970
La Crosse	8,307	32,500	23,192	23,899 (A=3)	20,592 (a)	$20,200	13,946
Menomonee Falls	6,436	35,000	25,000	0	23,750 (a)	0	17,801
Neenah	7,132	33,500	0	26,549 (A=2)	25,027 (a)	0	16,187
Oconomowoc	5,094	32,700	0	24,986 (A=3)	25,667 (a)	0	16,458
Stevens Point	7,786	33,000	23,195	22,711 (A=4)	22,104 (a)	0	13,126
Superior	6,720	---	0	0	0	0	14,429
West Bend	6,787	33,000	23,700	25,519 (A=2)	22,760 (a)	16,125	17,494
Wisconsin Rapids	6,812	---	0	0	0	0	15,649
Average Total		$32,708	$24,451	$24,629	$22,947	$18,163	$15,536

Foundation Information, Enrollment and Staff Average Salary for Funded Vocational Programs (Base Year, 1976-1977)

District (4)	Total Student Enrollment (1)	District Administrator Salary (2)	Business Officials (2)	Administrative Staff (General Average) (2)	Line Management Principals & Assistant Principals Average (2)	Local Vocational Education Coordinator (2)	Senior High Teacher Salary Average (3)
SECTION IV							
Range of Total Student Enrollment: 8,500 to 11,999							
Eau Claire	10,429	$32,150	$27,600	$22,130 (A=4)	$23,970 (a)	0	$17,181
Oshkosh	10,311	34,300	28,000	23,439 (A=4)	22,126 (a)	0	16,649
Sheboygan	10,288	29,000	23,155	23,155 (A=2)	20,924 (a)	0	18,238
Wausau	8,812	34,650	25,790	24,394 (A=3)	32,818 (a)	$19,850	15,612
West Allis	11,161	---	32,300	28,076 (A=2)	26,312 (a)	0	17,601
Average Total		$30,175	$27,369	$24,299	$23,230	$19,850	$17,056

Foundation Information, Enrollment and Staff Average Salary for Funded Vocational Programs (Base Year, 1976-1977)

District [4]	Total Student Enrollment[1]	District Administrator Salary[2]	Business Officials[2]	Administrative Staff (General Average)[2]	Line Management Principals & Assistant Principals Average[2]	Local Vocational Education Coordinator[2]	Senior High Teacher Salary Average[3]
SECTION V							
Range of Total Student Enrollment: 12,000 to 15,499							
Appleton	12,456	$33,875	$27,100	$24,435 (A=2)	$22,800 (a)	0	$16,563
Janesville	12,725	31,500	26,900	26,750 (A=2)	22,867 (a)	0	16,671
Waukesha	12,973	---	28,750	26,883 (A=3)	26,148 (a)	0	14,552
Average Total		32,687	27,584	26,023	23,938	---	15,929
SECTION VI							
Range of Total Student Enrollment: 15,500 to 18,999							
None							

Foundation Information, Enrollment and Staff Average Salary for Funded Vocational Programs (Base Year, 1976-1977)

District (4)	Total Student Enrollment (1)	District Administrator Salary (2)	Business Officials (2)	Administrative Staff (General Average) (2)	Line Management Principals & Assistant Principals Average (2)	Local Vocational Education Coordinator (2)	Senior High Teacher Salary Average (3)
SECTION VII							
Range of Total Student Enrollment: 19,000 to 22,499							
Green Bay	20,362	$35,200	$23,005	$25,080 (A=5)	$25,200	0	$17,461
Kenosha	19,367	---	0	0	0	0	15,722
Average Total		$35,200	$23,005	$25,080	$25,200	0	$16,592
SECTION VIII							
Range of Total Student Enrollment: 22,500 to 25,999							
None							
SECTION IX							
Range of Total Student Enrollment: 26,000 to 29,499							
Madison	28,465	$45,552	$32,250	$29,483 (A=6)	$26,500 (a)	0	$19,204
Racine	26,961	41,730	35,550	27,725 (A=4)	24,577 (a)	26,650	15,350
Average Total		$43,641	$33,900	$28,604	$25,539	$26,650	$19,277

Foundation Information, Enrollment and Staff Average Salary for Funded Vocational Programs (Base Year, 1976-1977)

District (4)	Total Student Enrollment (1)	District Administrator Salary (2)	Business Officials (2)	Administrative Staff (General Average) (2)	Line Management Principals & Assistant Principals Average (2)	Local Vocational Education Coordinator (2)	Senior High Teacher Salary Average (3)
SECTION X							
Range of Total Student Enrollment: 29,500 to 32,999							
None							
SECTION XI							
Range of Total Student Enrollment: Above 33,000							
Milwaukee	104,112	$50,000	$39,420	$25,163 (A of A) Supv. Spec.	$27,347 (a) 15 H.S. @ 30,581 49 A.H.S. @ 24,112	0	$19,998
Average Total		$50,000	$39,420	$25,163	$27,347	0	$19,998
All Districts: Average Salaries		$34,569	$27,302	$21,080	$23,653	$20,182	$16,556

Footnotes

(1) Reference: WPDI Report, Administrator/Pupil and Adminstrator/Teacher Ratios (1976-77).

(2) Reference: Wisconsin Association of School Boards Report, Salaries of Wisconsin District Administrators, Assistant Administrators, Business Officials, Principals and Other Administrators.

(3) Reference: WDPI Data, WEA Teacher Salary Analysis (1976-77).

(4) Reference: 1976-77 WDPI Public High School Name/Address with Enrollments--Prepared by Educ. Information Center Management & Planning Services.

(5) Symbols (A) and (a) indicate that figures shown are averages.

(6) A zero (0) in a column indicates that that position was not included in the administrator listing for the local school district. A dash (---) indicates that salary listing for the district administrator was not reported in the data as compiled by the School Boards Association.

b. Some local districts did not report information for salaries of selected administrators. For example, LVEC's are not frequently considered as administrators in most districts and did not report the salary for this position. Therefore, some district estimates may be lower than would be the case were total information in hand regarding the key person in data collecting and compiling, i.e., the LVEC.

c. Counselors are not included in Personnel Costs since discussion with LVEC's and district administrators did not indicate that these individuals were involved in reporting data for vocational education in school systems, regardless of size.

d. Clerical Support costs were calculated on a minimum base of $25.02/day (minimum wage for state employees at Clerk I or Typist I level). This was kept as a constant across districts since personnel at this level vary widely in compensation and the objective for costing was to gain an exploratory, if not fully definitive, perspective on cost.

e. Calculations for teacher involvement were based on one teacher as the unit constant. It was realized that this unit constant would have to be multiplied by the average number of teachers per district type in order to gain the truest cost figure, but the aim at this costing point was to derive a minimum base average so that a bias would be established in favor of the small district since small districts predominate in Wisconsin (see Table 3.3, Average Number of Secondary Vocational Education Teachers, p. 51.)

f. Commodity costs were based on premise that personnel costs in school systems account for about 80% of the total budget and materials account for about 20% of district budget.[14]

The average costs (personnel/commodity) for all school districts is projected at $2,169.00, with the cost range being $2,048.00 to $2,936.00

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[14] In attempting to determine projected costs for computer service, a basic assumption service underlying completion of the VEDS forms, discussion with Dr. Ronald Myron indicated that such estimates were difficult. He indicated that system development (computer access and programming) is dependent upon such variables as number of hours for coding, size of record unit, structure and size of data base, and rental/purchase agreements for equipment. Generally, costs for terminal use/hard copy print-out would approximate $100/month. Storage costs are a function of rental/purchase costs and if estimated for all districts (350 at minimum) would be about $80-90/track, the assumption being at this point that the state would maintain storage files for districts. The non-definitiveness of determining the cost for computer set-up and use contributed to the decision to use of the 80/20 formula.

Table 3.2

Estimated Costs Per Local Education Agency Classification
for Implementing VEDS Reporting System
(Base year 1976-77, Funded Projects)

District Personnel and Estimated Time Allocation Per Diem for Form Reporting in Vocational Education	District Type Based on Student Enrollment (Funded Projects, 1976-77)											
Student Enrollment:	Section I Below 1,499	Section II 1,500 - 4,999	Section III 5,000 - 8,499	Section IV 8,500 - 11,999	Section V 12,000 - 15,499	Section VI 15,500 - 18,999	Section VII 19,000 - 22,499	Section VIII 22,500 - 25,999	Section IX 26,000 - 29,499	Section X 29,500 - 32,999	Section XI Above 33,000	Average - All School Districts
District Administrator (1 day)	$ 67.00	$ 76.00	$ 90.00	$ 83.00	$ 90.00	N.A.	$ 96.00	N.A.	$ 120.00	N.A.	$ 137.00	$ 95.00
Business Officer (5 days)	306.00	279.00	335.00	375.00	378.00	N.A.	315.00	N.A.	464.00	N.A.	540.00	376.00
Administrative Staff, General (3 days)	164.00	188.00	220.00	217.00	232.00	N.A.	224.00	N.A.	255.00	N.A.	225.00	216.00
Line Administration, Principals and Assistant Principals (2 days)	119.00	121.00	137.00	138.00	142.00	N.A.	150.00	N.A.	152.00	N.A.	163.00	140.00
Local Vocational Education Coordinator (10 days, exclusive of follow-up and cooperative activities)	513.00	565.00	541.00	591.00	N.D. (1)	N.A.	N.D.(1)	N.A.	793.00	N.A.	N.D.(1)	375.00
Vocational Teacher (2 days, exclusive of coordinating activities if the teacher is so assigned)	149.00	163.00	173.00	190.00	177.00	N.A.	184.00	N.A.	214.00	N.A.	222.00	184.00
TOTAL AVERAGE PROFESSIONAL PERSONNEL EXPENDITURE	$1,318.00	$1,392.00	$1,496.00	$1,594.00	$1,019.00	N.A.	$ 969.00	N.A.	$1,998.00	N.A.	$1,287.00	$1,384.00
Clerical Support - Estimated Average Expenditure(14 days)	351.00	351.00	351.00	351.00	351.00	N.A.	351.00	N.A.	351.00	N.A.	351.00	351.00
TOTAL ESTIMATED PERSONNEL COST	$1,669.00	$1,743.00	$1,847.00	$1,945.00	$1,370.00	N.A.	$1,320.00	N.A.	$2,349.00	N.A.	$1,638.00	$1,735.00
Estimated Commodity Cost(Ratio base 1:4 of Personnel Cost)	417.00	434.00	462.00	486.00	343.00	N.A.	330.00	N.A.	587.00	N.A.	410.00	434.00
(PROJECTED) ESTIMATED TOTAL COST	$2,086.00	$2,177.00	$2,309.00	$2,431.00	$1,713.00 (2)	N.A.	$1,650.00(2)	N.A.	$2,936.00	N.A.	$2,048.00	$2,169.00

(1) No data found

(2) Since LVEC salaries were not reported in these categories, the sectional costs are low. It should be noted that LVEC's are not "considered administrators" by many districts. The average cost figure for all school districts would be a more reliable estimate for districts in Section V and Section VII.

Table 3.3

Average Number of Secondary Vocational
Education Teachers (Funded Projects 1976-1977)

School District Student Enrollment	Number of Districts (Funded Projects)		Average Number of Secondary Vocational Education Teachers (Funded Projects)
Below 1,499	59	(39%)	3.9
1,500 - 4,999	71	(46%)	5
5,000 - 8,499	10	(7%)	8
8,500 - 11,999	5	(3%)	16.6
12,000 - 15,499	3	(2%)	17.6
15,500 - 18,999	N.A.	(N.A.)	N.A.
19,000 - 22,499	2	(1%)	34
22,500 - 25,999	N.A.	(N.A.)	N.A.
26,000 - 29,499	2	(1%)	33
29,500 - 32,999	N.A.	(N.A.)	N.A.
Above 33,000	1	(.06%)	95
	153		

Small districts, those in Section I, II, III having enrollments up to but not exceeding 8,500 student enrollments, would be cost positive if the forms were to be implemented as proposed by VEDS — cost positive in these instances being reflective of low pupil enrollment in a limited number of funded vocational education programs. Costs for middle to large districts would be cost negative in that the expenditure effort would be spread over a larger student enrollment and program base for reporting efforts. These considerations are important in that Wisconsin is a representative state where smaller districts are predominant. It is the smaller district which would not gain in over-extensive efforts for reporting data in reference to vocational programs unless such reporting were co-ordinated for the districts by a regional source. Time, effort and finance allocated to reporting might deflect from program operations -- such as development of new program, expansion of contacts with employers to verify placements and potential placement. The question which permeates this study is does the "end use" of the data justify the "mean effort" to obtain comparable federal level data.

SECTION IV

SUMMARY AND RECOMMENDATIONS

Summary

As proposed by the National Center for Educational Statistics, the VEDS system is to provide a comprehensive information collection package for providing comparable data among the states. A key to implementing objective procedures for this goal is the development of a definition of vocational education. In Wisconsin, at the secondary level, vocational education is definitionally focused on Capstone Programs, those programs that are generally scheduled for the senior year (12th grade) of a secondary education program. Since this is the case data from this state would not be comparable to data generated in other states which define vocational education in a broader context.

This definitional concern was found in interview data and is reflected in the current reporting devices used by DPI.

The data requested by VEDS can be obtained both at the level of the local educational agency (LEA) and at the state level (DPI). There is, however, a caveat here. Time is the critical factor. Time is needed to adjust procedures and to develop capacity to decrease costs of data collection over the long run, particularly at the level of the local education agency. The exception to this positive note is the collection of employer data via the Employer Follow-up Study for Program Completers and Leavers. Despite LEA size, respondents and overview of cost would indicate that not only is this data collection time consuming and potentially high cost, it is probably "high-risk" in the view of educators at the local level who see this

data collection as an added burden for the employer which might act as a detriment to overall placement for vocational education. This data contact might well be classified as the data for diplomacy in vocational education. It was this form that was of most concern and viewed as burdensome and costly to LEA representatives. (See, Figure 2.1, p. 26).

If the VEDS system is implemented, the need for adequate lead time at both the local and state levels is apparent as is the need for efficient communication efforts. As indicated before, the VEDS format is predicated on computer access and such access is not an overnight development, nor a non-planned for investment. This point has been strongly made in both the interviews and the review of current procedures for reporting vocational education data.

The key instrument and base for developing computer program(s) to handle the data requirements of VEDS is currently in hand via the financial reporting system which has been aligned with the mandated fund-accounting system for Wisconsin. This system has the unique number code which can be used to key data from storage files and be expanded to include fundable and other vocational education programs at the secondary level.

Recommendations

Based on interviews, observations, and exploratory analysis of current Bureau for Career and Manpower Development (BCMD) reporting practices and the proposed VEDS system (mandated by P.L. 94-482, amended by P.L. 95-40) the following items are submitted for consideration:

A. Since the major data elements of the proposed VEDS system are aggregated in some form by current reporting devices used by BCMD, establish a task force, or assign selected personnel in the Bureau to revise data reporting procedures/ forms to be implemented during the 1979-80 school year, adopting the definite structure of the VEDS system for the following reports:

   a. Enrollment and Termination Report
   b. Staff/Administration Report
   c. Finance Report

   The key delineator for this procedure review and implementation should make use of the unique identification currently used in finance reporting of funded projects and expand this identifying system to include "fundable" projects and other vocational education programs in the state. This is to include computer access expansion at the state level.

   This adoption of the VEDS format should be just that--an adoption. New forms development/revision on the part of DPI should be eliminated. (Time for implementation - 18 months)

B. Align the reporting system for vocational education to coincide with the major district report to DPI to avoid duplication of data and time expenditure at the local level.

C. Investigate the possibility of developing regional centers for school districts to aid in building computer storage for duplicate information of OCR data and handicapped data for other federal reports.

D. Schedule regional conferences to communicate all reporting changes for secondary vocational education to inform local districts early enough to provide them lead time to prepare for data collection and compiling.

E. Set up a task force of LVEC's to compare the WESTAT report with 5 Year District Plans which provided information on facilities to determine if this information meets the state requirement of the VEDS Facility Report. If so, this report could be adapted so that it is to be completed at the state level only--perhaps on a tri-annual basis.

F. Recommend that VEDS reconsider the form which involves extensive follow-up with employers of program completers/ leavers. Perhaps a survey instrument developed in other

states having a record of "good" follow-up procedures could be adapted for periodic use in all states to check on the relevance of the program. It is the Employer Follow-up which has the greatest potential for high burden and cost to LEA's. This is the form of greatest "added" cost to LEA's.

G. After in-service and adequate lead time for LEA's, implement VEDS report for follow-up on vocational program completers. Much of this is already in hand for cooperative education students in most districts and would mean that with adequate notice districts could follow all graduates from vocational programs.

The recommendations reflect the fact that Wisconsin is well on the way to reporting all the data collection mandates. Lead time, and coordination between state level departments and small school districts would "ease" the initial costs to districts for developing procedures for reporting and would factor the long run costs to a minimum if adequate computer access and storage of data from the LEA's was developed at the state level.

APPENDIX A

- Interview Schedule, Feasibility Project VEDS Reporting System

- Sample, Contact Letter, VEDS Feasibility Project

- Sample, Interview Completion Letter, VEDS Feasibility Project

WISCONSIN VOCATIONAL STUDIES CENTER
INTERVIEW SCHEDULE
FEASIBILITY PROJECT: VEDS REPORTING SYSTEM
NOVEMBER-DECEMBER 1977

KEY RESPONDENT: Local Vocational Education Coordinator

Interview Appointment:_____

A. Having had an opportunity to review the proposed VEDS reporting system, what is your overall opinion of the impact this form of data collection would have on your school district?

B. (Specifically referring to each form, Exhibit A: Program, Enrollment, and Termination Report; Exhibit B: Followup Studies/Form; Exhibit C: Staff/ Administration Report; Exhibit D: Financial Report; Exhibit E: Facilities Report) What is your opinion as the the (a) type of data request made, (b) the personnel and procedures which would be involved in gathering the data, and (c) the time frame required for recordkeeping/data collection?

   1. What specific problems, if any, do you foresee for getting the data collected as requested by VEDS if this form of reporting were to be implemented within the year?

   2. Do you see any problems with using SOC Codes for reporting?

   3. Is there any other additional information you feel should be added to the proposed forms?

   4. Which information should be deleted from the proposed forms?

C. Please summarize the procedures and personnel now involved in gathering data and recordkeeping for secondary vocational education in your district. (Probe for time frame, cost, and involvement of teachers in data reporting.)

   1. What are some problems, if any, your district now has with current vocational education reports?

   2. Does your district make any use of the data which are collected for vocational education reports?

Wisconsin Vocational Studies Center
University of Wisconsin - Madison
321 Education Building, Box 49 • Madison, WI 53706

Phone: 608-263-3696

November 15, 1977

Dear :

The Department of Health, Education and Welfare, through the National Center for Educational Statistics, has proposed changes in the data reporting system for vocational education. The proposed changes for reporting will affect data collection for vocational education in Wisconsin in the areas of program enrollment, student follow-up, financing, facilities and staffing.

Preparation of a response to the proposed reporting system is being undertaken by Wisconsin's Bureau for Career and Manpower Development (WBCMD). The Wisconsin Vocational Studies Center has been contracted by WBCMD to conduct an initial feasibility study of the proposed reporting system as related to secondary vocational education in Wisconsin.

The basic units of any reporting system for vocational education are local school districts. Therefore, a component of the feasibility study focuses on obtaining information from knowledgeable and informed vocational personnel in Wisconsin school districts. You have been recommended as a representative district coordinator in vocational education by WBCMD. Since you are involved in the data collection system for vocational education at the local level, you have valuable insights which would aid in the preparation of a response to the proposed reporting forms.

Enclosed are the copies of the forms and definitional materials distributed by the National Center for Educational Statistics. Please review them at your convenience. You may also wish to share the materials with others who work with you in the compiling of data for WBCMD. I will be telephoning you to confirm a date and time for an interview session with you to gain your opinion of the enclosed documents (Exhibits A-F) as these relate to the procedures and personnel required at the district level to prepare and submit vocational education information to D.P.I.

Thank you in advance for your cooperation. I look forward to meeting you.

Cordially yours,

M. M. Poehlmann
Educational Specialist
Wisconsin Vocational Studies Center

SAMPLE
Interview Completion Letter
VEDS Feasibility Project

Wisconsin Vocational Studies Center
University of Wisconsin - Madison 321 Education Building, Box 49 • Madison, WI 53706

Phone: 608-263-3696

November 23, 1977

Dear :

Thank you for taking the time to review the proposed reporting documents which were developed by the National Center for Educational Statistics for reporting information on vocational education programs. Your comments will aid in determining the feasibility of the reporting system for the State of Wisconsin.

I enjoyed meeting and discussing the ramifications of the proposed reporting system with you during the _____ Workshop.

Again, thank you for your time and your cooperation. Best wishes for the coming holiday season.

Cordially yours,

M. M. Poehlmann
Educational Specialist
Wisconsin Vocational Studies Center